West Croft School

Special Educational Needs & Disabilities (SEND) Policy

2026-2027

Context	
This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to; • The SEND Code of Practice: 0 to 25 years, January 2015 • Part 3 of the Children and Families Act 2014 and associated regulations	
Governor responsible for SEND:	James Ebsworthy
Headteacher:	Lisa Johnston
SENDCo:	**Sabiya Ali**
SENDCo Qualifications:	SENDCo is a member of the SLT
Contact details:	s.ali@westcroft.devon.sch.uk
This policy will be reviewed annually	
Reviewed: **Next review:**	**Governor reviewed:**

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Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children; regardless of gender, race, religion or sexual orientation.

The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

West Croft School will do its best to ensure that the necessary provision is made for any pupil who has **SEND**. We will ensure that all staff in the school are able to identify and provide for those pupils**, allowing them** to join in the activities of the school.

The staff and governors of West Croft School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

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School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

This policy provides the framework for a pupil-centred process that actively engages pupils, families, school staff, and external professionals. Together, we plan for and implement high-quality, needs-led provision that remains consistent across the school. This ensures all of our pupils can access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential, and promoting their overall well-being.

The SEND Policy of West Croft School reflects the principles of the 0–25 SEND Code of Practice (2015). The specific objectives of this policy are to:

- Ensure that the statutory duties of the Equality Act 2010 for pupils with disabilities are fully met.
- Enable pupils with special educational needs and disabilities to have their requirements identified and met effectively.
- Value and incorporate the direct views of pupils with SEND in all planning.
- Foster strong communication and genuine, transparent partnerships with parents and carers.
- Facilitate full access to a broad, balanced, and relevant education, including an adapted Early Years Foundation Stage (EYFS) curriculum and the National Curriculum.
- Support pupils with medical conditions by working in conjunction with the school's Medical Policy and having strict regard to statutory national guidance.
- Implement a robust graduated approach to meeting needs using the Assess, Plan, Do, Review process.
- Cultivate a culture of inclusion that values high-quality teaching for all learners through a wide range of effective differentiation and adaptive methods.
- Employ a collaborative approach with learners with SEND, their families, school staff, and external partner agencies, including Health and Social Care services.
- Set ambitious, individual learning outcomes based on prior achievement, high aspirations, and the explicit views of the learner and their family.
- Share internal expertise and evidence-based good practice across the school and the wider local learning community.
- Manage and allocate school resources efficiently and effectively to maximize impact.
- Maintain a strict regard for the national Code of Practice for the identification, assessment, support, and review of special educational needs.
- Adhere directly to the local guidance and frameworks detailed in the Devon County Council SEND Local Offer and strategy.

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Identifying and Supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them—namely, provision which is additional to or different from 'ordinarily available inclusive provision'.

West Croft School regards pupils as having a Special Educational Need if they:

- **a)** Have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- **b)** Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions; or
- **c)** Are under compulsory school age and fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).

Pupils must not be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught. West Croft School has full regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND. The school will always ensure that parents and carers are formally informed whenever SEND provision is being put in place for their child. There may be times during a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with targeted interventions or support that is 'additional to or different from' the standard adapted curriculum. This support may be provided on an ongoing basis or for a limited time. Many pupils with sensory or physical disabilities may also require environmental or curriculum adaptations, which are made as reasonable adjustments under the Equality Act 2010.

Under the SEND Code of Practice 2015, pupils identified as having a special educational need or disability (SEND) will have their primary needs considered within one or more of the following four main categories:

Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than their peers and may experience difficulties developing core literacy or numeracy skills, or in understanding abstract concepts. Learning needs may exist in isolation, or occur alongside other areas of SEND.

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This area covers a wide spectrum of tracking profiles, including:

- Specific Learning Difficulties (SpLD): Difficulties related to specific areas of learning, including dyslexia (reading/spelling), dyscalculia (mathematics), dyspraxia (co-ordination), and dysgraphia (writing).
- Moderate Learning Difficulties (MLD): Pupils who require additional support across the curriculum to acquire basic skills and concepts.
- Severe Learning Difficulties (SLD): Pupils likely to need significant, structured support in all areas of the curriculum, often alongside associated challenges with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD): Pupils likely to have severe and highly complex learning difficulties, alongside a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder
- Anxiety Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

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Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is routinely monitored and reviewed. Initially, any concerns registered by teachers, parents, carers, or external agencies are addressed proactively through targeted, high-quality adaptive teaching within the classroom. The class teacher maintains a detailed record of the specific strategies used.

Identifying and Supporting Pupils with SEND

Universal SEND Support

All pupils' attainment and achievements are monitored rigorously by their classroom teachers, who are required to provide high-quality, differentiated, and inclusive learning opportunities. Where a pupil is making inadequate progress or falls behind their peers, additional targeted support will be implemented under the direct guidance of the class teacher.

Adequate progress is defined as progress that:

- Matches or exceeds the pupil's previous individual rate of progress.
- Closes the attainment gap between the pupil and their peers.
- Prevents the existing attainment gap from widening any further.
- Aligns closely with the typical progress of peers starting from the same baseline.

Where a pupil continues to make inadequate progress despite robust universal adaptations and high-quality teaching, the class teacher will collaborate with the school's SENDCo. Together, we will formally assess whether the pupil has a significant learning difficulty and agree upon targeted, additional support.

If necessary, the school will seek advice or formal assessments from external specialists, such as educational psychologists or specialist advisory teachers. Any involvement of external professionals will always require prior discussion and formal agreement with the pupil's parents or carers.

Indicators of a Special Educational Need

When evaluating whether a pupil requires a transition from universal tracking to targeted SEND support, the school looks for indicators where a pupil:

- Demonstrates little or no progress even when teaching approaches are specifically targeted to their identified area of weakness.
- Exhibits persistent difficulties in developing core literacy or mathematics skills, resulting in poor attainment across multiple curriculum areas.
- Presents with ongoing social, emotional, or mental health (SEMH) difficulties that are not ameliorated by standard, positive behavior management strategies.
- Experiences sensory or physical challenges and continues to make minimal progress despite the provision of standard specialist equipment or environmental adjustments.
- Displays ongoing communication and/or interaction difficulties that present substantial barriers to learning, despite accessing an appropriately adapted curriculum.
- Shows neurodevelopmental, physical, or sensory needs that require additional specialist equipment, regular clinical advice, or ongoing support visits from a specialist local authority service.
- Encounters communication and/or interaction barriers that significantly impede the development of social relationships, impacting their broader inclusion within the school community.

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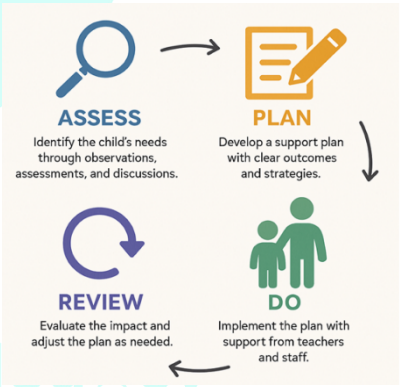
Supporting Special Educational Needs & Disabilities

Where a pupil continues to make inadequate progress despite targeted support and high-quality adaptive teaching, the class teacher will collaborate directly with the SENDCo. Together, they will determine if the pupil has a significant learning difficulty and agree upon appropriate next steps. If shared concerns are raised by school staff, external agencies, or families, the school will arrange an initial planning meeting with the class teacher and parents/carers. West Croft School strictly adheres to the statutory Graduated Approach to identify and meet needs, utilizing the four-part cycle of Assess, Plan, Do, Review detailed below. To initiate this process, the class teacher and the SENDCo conduct a rigorous initial analysis of the pupil's needs. This baseline assessment draws directly upon:

- The teacher's direct experience, classroom observations, and daily formative assessments of the pupil.
- The pupil's historical tracking data, including previous academic progress, attainment trends, and social development.
- Comparative tracking data, evaluating the individual's holistic development against peers and national age-related expectations.
- The unique insights, views, and lived experiences of the pupil's parents/carers.
- The pupil's own voice, capturing their feelings, personal goals, and perceived barriers to learning.
- Specialist advice and diagnostic profiles provided by external support services, where relevant.

Assess, Plan, Do and Review

Delivering the Graduated Approach



West Croft School is fully committed to removing barriers to learning and implementing highly effective special educational provision for all pupils identified as having special educational needs and disabilities.

This targeted support is delivered through a continuous, four-part cycle known as the graduated approach, which ensures that previous decisions and interventions are regularly revisited, refined, and revised as our understanding of the child's unique needs deepens. For pupils receiving standard school-level support, this four-part cycle of assessment, planning, action, and evaluation fits seamlessly into the school's regular termly assessment framework during scheduled Pupil Progress Meetings. However, for pupils with more complex profiles or for whom a more frequent cycle of intervention is required, additional bespoke review dates are established throughout the year to run alongside these termly reviews, ensuring that their progress remains closely monitored and supported by staff, families, and external professionals alike.

Graduated Response

Assess

- In identifying a pupil as needing **SEND** the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and where requested the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development.
- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEND, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**

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Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo/Assistant SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan**

Review

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed by all professionals.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

Statutory Assessment of Needs (EHC)

Where a pupil has not made the expected progress, despite West Croft School having taken relevant, purposeful, and sustained action to identify, assess, and meet their special educational needs or disabilities, the school or the parents/carers should consider requesting a statutory Education, Health and Care (EHC) needs assessment. The extensive evidence gathered throughout the regular review of the pupil's SEND Support Plan will be utilized to help the Local Authority (LA) determine whether this statutory assessment is required.

Depending on individual circumstances, the school, parents/carers, or external agencies may apply to the Local Authority for an EHC needs assessment if the pupil meets a range of the following criteria:

- Continues to make little or no academic progress in specific areas over a sustained period, despite intensive, targeted intervention.
- Operates at curriculum levels substantially below those expected of peers of a similar age, despite ongoing adaptive teaching and support.
- Experiences persistent and severe difficulties in developing functional literacy and mathematics skills.
- Presents with significant social, emotional, or mental health (SEMH) needs that regularly interfere with their own learning or that of the wider class group, despite having an individualized, positive support plan in place.
- Demonstrates complex sensory or physical needs that require ongoing additional specialist equipment, or regular direct advice, interventions, and visits from a specialist local authority service.
- Faces profound and ongoing communication or interaction difficulties that heavily impede the development of social relationships and create substantial barriers to learning.

- Requires a level of specialist provision, funding, or multi-agency support that goes significantly beyond what is currently available within the ordinarily available resources of a mainstream school.

All decisions on whether to issue a EHCP is made by the local authority.

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority holds a statutory duty to review the plan at least every twelve months. West Croft School fully co-operates with this requirement by hosting and administering these annual review meetings on behalf of Devon County Council, ensuring all necessary documentation and multi-agency paperwork are thoroughly completed and submitted within legal timeframes. Beyond these statutory milestones, the comprehensive monitoring and evaluation of SEND provision across the school is seamlessly integrated into the main assessment calendar, meaning that the progress of all pupils is tracked rigorously on a half-termly basis. This general tracking is augmented by the school's graduated approach, which guarantees that individualised support packages for pupils with SEND are formally reviewed, refined, and updated at least once a term. Furthermore, whenever this continuous data tracking indicates that a pupil is making insufficient progress, leadership will immediately step in to gather additional diagnostic information, implement targeted interventions, and provide classroom teachers with the specialist training, external advice, and practical support required to meet the child's evolving needs.

Supporting Pupils and Families

At West Croft School, we deeply value and accept the positive role and contribution parents and carers make to their child's education. We make every effort to work in full co-operation with families, recognising and respecting their roles and responsibilities while encouraging them to collaborate openly with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order for families to play an active, informed part in their child's development, the school endeavours to provide parents and carers with transparent information, targeted strategies, and continuous updates so they can confidently reinforce and extend learning within the home. Through this close partnership, West Croft School supports parents and carers so that they are able to engage proactively as equal partners in all termly and annual review meetings, share their vital insights regarding their child's development outside the classroom, and successfully navigate local support networks, including direct signposting to Devon County Council's SEND Local Offer and independent advisory services like Devon Information Advice and Support (DIAS).

At West Croft School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher at least twice a year formally and can request to see the SENDCo in these meetings. The SENDCo is happy to meet with parents/carers whenever possible and can be contacted at any time.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information, Advice and Support (DiAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, their foster carers, residential care staff, or designated corporate parents are accorded the exact same rights and responsibilities as parents under this policy. To ensure these vulnerable pupils receive robust support, West Croft School has an appointed member of staff who acts as the Designated Teacher for Looked-After Children (LAC). This specialist leader works in close partnership with the SENDCo, classroom teachers, and the relevant Virtual School Head to ensure that the child's Personal Education Plan (PEP) is seamlessly integrated with their SEND Support Plan, maximizing both their academic progress and emotional well-being.

Pupil Voice

West Croft School holds the views of its pupils in the highest regard, recognizing that securing genuine input from children is fundamental to promoting the best possible educational and personal outcomes. Pupils are empowered to express their thoughts, feelings, and preferences through a variety of developmentally appropriate methods tailored specifically to their individual age, communication needs, and abilities. While student contributions are welcomed and encouraged at any time, they are systematically gathered during key academic milestones, including statutory annual reviews, termly Pupil Progress Meetings, and upon the conclusion of targeted interventions. Furthermore, the school actively involves all pupils in the co-production of their individual learning targets, ensuring they remain central to setting their own outcomes and evaluating their own progress.

Partnership with External Agencies

West Croft School is supported by a wide range of different agencies and teams. The SEND Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

Training and Resources

Allocation of resources

To identify and capture the student voice effectively, West Croft School implements the following practices:

- The school holds the perspectives of its pupils in the highest regard, recognizing that securing genuine student input is fundamental to promoting the best possible educational and personal outcomes.

- Pupils are empowered to express their thoughts, feelings, and preferences through a variety of communication methods tailored specifically to their individual age, developmental needs, and abilities.
- While student contributions are welcomed at any point, they are systematically gathered during key academic milestones, including statutory annual reviews, termly Pupil Progress Meetings, and upon the conclusion of targeted interventions.
- Staff actively involve all pupils in the co-production of their individual learning targets, ensuring that children remain central to setting their own outcomes and evaluating their own progress.

Continuing Professional Development (CPD) for Special Educational Needs

- Universal Quality First Teaching: All school staff engage in regular, mandatory training sessions where the principles and deployment of Quality First Teaching are continuously addressed.
- Targeted CPD Programmes: The SENDCo provides regular Continuing Professional Development (CPD) to staff on specific aspects of meeting the needs of pupils with SEND, offering a diverse programme that allows staff to select sessions that best meet their professional development needs.
- Performance Management Integration: All staff participate in routine CPD reviews where the progress of all pupils, including those with SEND, forms a core aspect of the performance management framework, utilizing individual targets to develop specific skills in meeting diverse pupil needs.
- Teaching Assistant Development: Teaching Assistants (TAs) are engaged in structured, ongoing training programmes designed to actively develop their classroom support roles and maximize intervention efficacy.
- Specialist External Training: External medical and educational professionals are brought in periodically to address specialist training requirements, such as managing specific clinical conditions like epilepsy or training staff in the deployment of specialized interventions.
- Daily Peer Support: Collaborative peer support and guidance are accessible daily for all school staff, fostering professional dialogue among colleagues to evaluate, refine, and optimize strategies for meeting individual pupil profiles.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the EHCP process.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are exclusively available to pupils who possess a statutory Education, Health and Social Care Plan (EHCP) or those who are currently undergoing an EHC needs assessment. Under specific statutory conditions, funding can be allocated directly to parents and carers as a Personal Budget, enabling them to independently commission specialized provision to support their child's unique development. Parents and

carers who wish to enquire about the feasibility or application process of a Personal Budget should speak in the first instance to the school SENDCo.

Roles and Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for West Croft School as a whole, meaning that in addition to the Governing Body, Headteacher, and SENDCo, all members of staff hold important daily responsibilities. To fulfill these commitments, the Governing Body strictly follows the guidelines laid down in the statutory SEND Code of Practice (2015), using their best endeavours to ensure that every child with SEND receives the exact support they require by doing everything possible to meet their needs. Furthermore, governors ensure that children and young people with SEND are fully integrated and able to engage in all the activities of the school alongside pupils who do not have additional needs.

To maintain strong leadership, the board formally designates a qualified teacher to be responsible for co-ordinating this provision across the school, while simultaneously verifying that staff systematically inform parents and carers whenever special educational provision is being implemented for their child. Finally, the Governing Body maintains full accountability for publishing a comprehensive annual SEND Information Report on the school website and overseeing the school's statutory arrangements for the admission of disabled children, the proactive steps taken to prevent disabled pupils from being treated less favourably, the physical facilities provided to enable building access, and the progressive updates made to the school's Accessibility Plan over time.

Headteacher:

The Headteacher holds overall responsibility for the day-to-day management of all aspects of the school's work, including the statutory provision made for children with special educational needs and disabilities. To maintain robust institutional oversight, the Headteacher keeps the Governing Body fully informed on all SEND developments, challenges, and outcomes, while working in close partnership with both the school SENDCo and the designated SEND Governor.

SENDCo:

Operating in close collaboration with the Headteacher and the Governing Body, the SENDCo determines the strategic development of the school's SEND policy and provision, with the ultimate aim of raising the achievement and aspirations of pupils with SEND.

The SENDCo maintains day-to-day responsibility for the practical operation of this policy and directly co-ordinates the targeted provision for individual children, working in partnership with classroom staff, parents, carers, and external specialist agencies. In this role, the SENDCo provides essential professional guidance and high-quality evidence-based strategies to colleagues, securing a whole-school standard of Quality First Teaching for children with special educational needs. Furthermore, through the rigorous analysis of children's needs, regular monitoring of teaching standards, and tracking of pupil achievement baselines, the SENDCo systematically develops effective pathways to overcome barriers to learning and sustain impact. Ultimately, the SENDCo liaises and collaborates dynamically with classroom teachers to ensure that the learning, inclusion, and well-being of all children are given equal priority across the entire school community.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

In strict compliance with the Children and Families Act 2014, West Croft School recognizes its statutory duty to make comprehensive arrangements to support pupils with medical conditions. The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the appropriate paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their

special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the schools Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

West Croft School ensures that all statutory SEND information is fully accessible, transparent, and easy to locate on the school website. The Governing Body holds a strict legal duty to publish comprehensive, up-to-date information on the website detailing the practical implementation of this policy for all pupils with SEND. In accordance with statutory national guidelines, this published information is formally reviewed and updated annually, with any interim changes or operational adjustments occurring throughout the academic year integrated as soon as possible to maintain absolute transparency for families and regulatory bodies alike.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is only on a ground floor level and has disabled toilet facility. West Croft School work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.